



Office of the State Superintendent of Education

2013 ACCESS for ELLs Roster Verification & Data Entry Process Webinar



Thursday, February 28, 2013
State Superintendent Hosanna Mahaley Jones
OSSE Office of Data Management

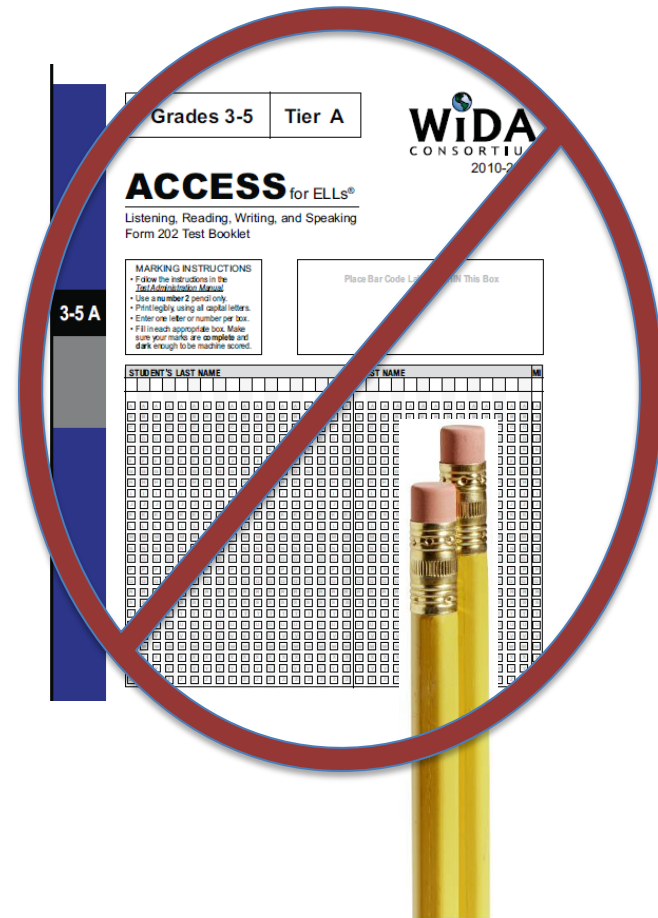
Agenda

- Goal & Purpose
- Who should/should not be tested
- Timeline
- Roster Verification Process
- Roster Data Entry & changes
- Demonstration
- Other special circumstances
- How to order Pre-ID labels & Testing Materials
- Other relevant FAQs
- Where to go for more support

Goal

Through this process the Office of the State Superintendent of Education (OSSE) aims to:

1. Guarantee that all students required to take the 2013 ACCESS for ELLs assessment are included on the ACCESS rosters.
2. Ensure that all student data is accurate and complete.
3. Streamline the 2013 ACCESS process so that it imposes the least burden possible on schools and Local Education Agencies (LEAs).
 - Schools will use the rosters to order Pre-ID labels from Metritech which, in turn, means that schools don't have to bubble in any information on the test booklets.
 - Ensuring high quality data from the beginning minimizes discrepancies and reduces the need for the OSSE to collect the same information from LEAs and schools in the future.



Purpose

This webinar is designed to guide LEP Coordinators through the roster verification process and other student data aspects of the 2013 ACCESS testing process. By the end of this webinar LEP coordinators should:

- Understand general 2013 ACCESS for ELLs® expectations and timeline
- Be able to complete & verify ACCESS rosters
- Be able to accurately address various changes and circumstances

Students required to participate in the 2013 ACCESS Assessment

Who should take the 2013 ACCESS?	Who should NOT take the 2013 ACCESS
<ul style="list-style-type: none">• All students enrolled in K-12 programs that have been identified as Limited English Proficient (LEP) by the LEA• LEP students enrolled in ungraded & adult programs who are younger than 18 years old	<ul style="list-style-type: none">• Students who scored 5.0 or above on a previous administration of the ACCESS (includes Year 1 & Year 2 monitored ELLs)• Students enrolled in ungraded & adult programs who are 18 years old or older• LEP students who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment (these students should take the Alternative ACCESS for ELLs which is a separate process)

2013 ACCESS Timeline

February 28: Rosters sent to LEP coordinators

February 28-March 14: LEP coordinators complete & verify rosters

March 14: Data due to the OSSE

March 14 – April 13 (tentatively): After the student roster has been approved and returned by OSSE (done on a rolling basis), *schools* send rosters to Metritech for the creation of Pre-ID testing labels

March 27 (tentatively): ACCESS for ELLs® training with WIDA

May 3 – June 7: ACCESS for ELLs® assessment administered

Roster Verification Process

The OSSE emailed student rosters to school-level LEP Coordinators. **The rosters list all students within the LEA that OSSE expects to be assessed during the 2013 ACCESS for ELLs administration.**

The LEP coordinators, working with relevant LEA staff (Data Manager, for example), must now:

1. Verify that all students on the roster are currently enrolled *and* are LEP
2. Confirm all demographic information (or correct and then confirm in the case that errors are found)
3. Add enrolled LEP students that are not listed on the roster
4. Identify students that should be *removed* from the roster either because they are no longer enrolled or because they are not LEP
5. **Complete all additional data elements for students to the best of your ability**
6. Email the completed spreadsheet in a password protected spreadsheet to katie.williams@dc.gov

Making changes to the rosters

What do I do if a student on the roster exited the LEA, is not an LEP student, or should not be included for some other reason?

1. Select **REMOVE** in the **Change Required** column.
2. Specify that the student should be removed and why in the **Comments** column

What do I do if the roster is missing a student that is enrolled and is LEP?

1. Create a new **row** for the student.
2. Complete *all* associated data fields (Name, Ethnicity, etc).
3. Select **ADD** in the **Change Required** column.

What do I do if a student's demographic information appears incorrectly on the roster?

1. Check your LEA's Student Information System (e.g. PowerSchool) to ensure that the data is accurately entered. If the data is entered incorrectly, fix the error in your SIS.
2. Select **CHANGE** in the **Change Required** column.
3. In the **Comments** column, explain the change that needs to be made and if you made changes in your SIS. *Example: "Danielle Johnson's birthday should be 10/9/1996. Data changed on 2/26/2013 in SIS."*

Roster Data Entry

The data elements that need to be completed are the following:

- a) Native Language – codes found in the **ISO 639-2 standard** tab of the guide
- b) Date first enrolled in a U.S. School
- c) Length of time in LEP/ELL Program
- d) Migrant
- e) 504 Plan
- f) Bilingual/ ESL Program Type
- g) State - Support Delivery Model (How student receives services)
- h) Special Accommodations
- i) State Defined Optional Data-**Country of birth, if outside the U.S.**

By completing this information now, you will NOT have to enter the data on the test booklets!

The OSSE sent all LEP coordinators on file a guide for completing these fields including definitions and permitted values. It is the responsibility of the LEA ELL coordinator to complete *all* fields for *all* test-takers before returning the rosters to the OSSE.

[Open ACCESS data entry guide](#)

Native Language Note

Please adhere strictly to the coding system provided in the **ISO 639-2 standard** tab of the guide. The Top Five most common codes are:

- Spanish; Castilian = SPA
- Amharic = AMH
- Vietnamese = VIE
- Chinese = CHI
- French = FRE

Roster Verification Demonstration

[Click here for Student Roster Sample](#)

Other Special Circumstances

If an LEP student enrolls in your LEA after the roster has been approved...

- Contact Metritech directly to add students to the roster. Pre-ID labels and test materials can be ordered up to about 2 weeks before the ACCESS testing date.

If an LEP student exits your LEA after the roster has been approved or doesn't take the assessment for some extenuating circumstance...

- The LEA ELL coordinator must document the reason and ensure that the student has been exited accurately from the school-level SIS.

If our school and LEA don't have the information needed to complete a data element...

- Complete the information to the best of your ability by reaching out to families, checking accessible student records, etc.
- Reach out to OSSE (katie.williams@dc.gov or 202-535-2918)
- If you still don't know, leave the field blank

To order Pre-ID Labels & Testing Materials

Who can order Pre-ID labels and testing materials?

- Student Pre-ID labels must be ordered in advance by the schools. When ordered, student pre-ID labels will be shipped with the testing materials

Where do I order Pre-ID labels?

- Call MetriTech at 1-800-747-4868.

Is there a deadline for ordering Pre-ID labels?

- YES, there is a deadline for ordering materials and submitting information to MetriTech (generally the deadline is two weeks prior to the close of the test window). Please contact MetriTech directly.

Clusters and Tiers

Schools need to know how many students are in each cluster and tier to order testing materials, but this will be discussed during the WIDA Training in March. If you have any questions regarding this, please contact Michelle Blakey-Tuggle (michelle.blakey-tuggle@dc.gov)

Data Element	Definition
Cluster	The cluster levels correspond to specific grade levels Cluster 0 = Kindergarten Cluster 1 = Grades 1 - 2 Cluster 3 = Grades 3 - 5 Cluster 6 = Grades 6 - 8 Cluster 9 = Grades 9 - 12
Tier	Student's language proficiency level, based on classroom progress in the classroom, test results from past administrations of ACCESS for ELLs, WIDA MODEL, and/or the W-APT. Tier A = Beginning Tier B = Intermediate Tier C = Advanced Mark a dash (-) for students in Kindergarten

Other FAQs

What do I do if the information on the Pre-ID labels is incorrect?

- If the data in your file are found to be incorrect later, DO NOT USE the incorrect Pre-ID labels. The site level coordinator for ACCESS for ELLs or the test administrator must fill in the information.

My LEA did not order the Pre-ID labels in time. Is there anything to do now?

- Unfortunately, if districts do not submit data for Pre-ID labels or submit incomplete data, it will be necessary to bubble in all student data on the test booklets (Country of Birth would have to be omitted).

For more FAQs go to <http://www.wida.us/FAQs/TestAdmin.aspx>

For More Support

All slides will be posted on the OSSE website at
<http://osse.dc.gov/service/access-ells>

For questions about the administration of the 2013 ACCESS for ELLs please contact the OSSE Assessments Specialist Michelle Blakey-Tuggle at 202-741-6499 or michelle.blakey-tuggle@dc.gov.

For data specific questions, please contact Katie Williams at 202-535-2918 or katie.williams@dc.gov.

For questions about test materials or Pre-ID label questions contact MetriTech at 1-800-747-4868.

Appendix

Select Data Elements & Definitions

Data Element	Definition
State Student ID	The OSSE-assigned Unique Student Identifier (USI)
District Student ID	The LEA local OLAMS or STARS ID
Ethnicity	An indicator for Hispanic students only. H= Hispanic N=not Hispanic
Native Language	Use the ISO standards 639-2 codes provided. If you cannot locate a language, please contact OSSE.
Date First Enrolled in US School	The date the student first enrolled in a school in the US - <i>not only in your school.</i>
Length of Time in LEP ELL Program	Number of years (rounded down) a student has been enrolled in an LEP or ELL program. Kindergarten = 0
Migrant	Migratory Child as defined by Title I, Part C, Sec. 1309; Y or N

Select Data Elements & Definitions continued...

Data Element	Definition
504 Plan	<p>An indication that the student has been identified as having special needs as defined in the Rehabilitation Act and Americans with Disabilities Act</p> <p>Y = Student has a 504 plan</p> <p>N = Student does not have a 504 plan</p>
Program Type	<p>Types of ELL service that the student receives. More than one Program Type can be selected.</p> <ul style="list-style-type: none"> • No Additional Services (NAS) • Content Area Tutoring (CAT) • Developmental Bilingual (DBE) • Dual Language & Two Way Immersion (TWI) • Heritage Language (HLA) • Sheltered English Instruction (SEI) • Transitional Bilingual (TBI) • Content Based ESL (CBE) • Structured English Immersion or SDAIE (SEN) • Pull Out ESL (POE)

Select Data Elements & Definitions continued...

Data Element	Definition
State – Delivery Model	<p>Describes how students receive ELL services. More than one may be selected.</p> <ul style="list-style-type: none">• Pull Out For Individualized Support (PO): ELLs are removed from the general education classroom to receive support• Self-Contained (SC): Usually with a dually licensed content area and bilingual or ESL teacher• Parental Refusal for Services (PR): Parents have opted out of services for their child• State Support Delivery is Not Applicable (NA): Use if none of these delivery methods is applicable to your school.

Select Data Elements & Definitions continued...

Data Element	Definition
Special Accommodations	<p>Testing accommodations provided to the student. More than one may be selected.</p> <ul style="list-style-type: none"> • Audio Amplification Device or Noise Buffer (AA) • Braille test or writer (BR) • Large Print Booklet (LP) • Magnification or Low Vision aids (LV) • Computer Assisted (CA) • Modified Presentation Format (PF) • Scribe (SB) • Setting Format (SF) • Modified Test Directions (TD) • Modified Timing Scheduling (TS) • Other Approved Accommodation (OA)
State Defined Optional Data – Country of Birth	Country of birth if student was born outside of the 50 states, Puerto Rico or the District of Columbia.